

## **St. Vincent's Code of Behaviour**



## **Table of Contents**

1. Introduction (Page 1)
2. Mission statement/ ERST Charter (Page 2)
3. Code of behaviour (Rationale) (Page 2)
4. Principle and Aims (Page 3)
5. Promoting Positive Behaviour (Page 4)
6. St. Vincent's Expectations Matrix (Page 5)
7. Uniform policy (Page 6)
8. Mobile device policy (Page 7)
9. Responding to students who do not meet the schools expectations (Page 8)
10. Low Level Behaviour/ Responses/ interventions (Page 9)
11. Medium Level Behaviour / Responses/ interventions (Page 10)
12. High Level Behaviour/ Responses/ interventions (Page 11)
13. Steps of behaviour (Page 12)
14. Supports in school (Page 13)
15. Factors to be considered before suspension (Page 14)
16. Factors to be considered before expulsion (Page 15)
17. Review (Page 16)

# **Introduction**

St Vincent's Secondary School is an all boys second level school in Glasnevin, Co. Dublin, with a population of 367 students. It is under the trusteeship of the Edmund Rice Schools Trust. St Vincent's student population is diverse and our school encourages self-reliance and leadership in our students. At the heart of our policies is a genuine concern for the welfare, happiness, dignity and self-worth of each student.

The Code of Behaviour has been drawn up in consultation with all the school partners, including the Board of Management, school management team, staff, students and parents/guardians. It is the responsibility of the school to educate each student in a positive, safe, respectful and optimal learning environment. As such this code has been put in place to ensure that, to the best possible extent, we provide an appropriate education for all students and, in that context, the right of the overwhelming majority of students who want to learn will not be subverted by any disruptive minority.

## **Mission Statement**

St Vincent's School aims to provide a quality Catholic education for all, in tradition of Edmund Rice, which promotes leadership, fosters community and respects diversity.

## **ERST Charter**

Our school is guided by the vision and mission of Blessed Edmund Rice as set out in the ERST School Charter. There are five Key Elements of the ERST Charter.

1. Promoting Partnership in the School Community
2. Nurturing Faith, Christian Spirituality and Gospel Based Values
3. Creating a Caring School Community
4. Inspiring Transformational Leadership
5. Excelling in Teaching and Learning

The five Key Elements have guided our school in the development of our code of behaviour in St Vincent's.

# **Code of Behaviour Rationale**

## **Code of Behaviour Context**

'The code of behaviour is the set of programmes, practices and procedures that all together, form the school's plan for helping students in the school to behave well and learn well' (NEWB Guidelines, 2008).

The purpose of this Code of Behaviour is to foster an orderly, harmonious school where high standards of behaviour are expected and supported. The Code of behaviour is written with the five key elements of the ERST Charter in mind. It is the key tool in enabling the school to support the learning of every student in St Vincent's in compliance with the legislative requirements. The Code of behaviour enables us to promote partnership in the school community. It is also intended to inform and to clarify school's expectations and procedures related to behaviour management.

The Code of Behaviour complies with the provisions of all related legislation and the following, listed from NEWB Guidelines is not exhaustive:

- The Constitution of Ireland
- Education Act 1998
- Education (Miscellaneous Provisions) Act 2007
- Education Welfare Act 2000
- The Equal Status Acts 200-2004
- Education of Persons with Special Needs Act 2004 (EPSEN Act)

## **Consultation**

This code of behaviour took place in consultation with all stakeholders. We were supported by our NCSE advisor Brenda Lynch, with her help we used a series of workshops for our students, staff and parents to review our expectations and practices.

We aimed to make the Code of Behaviour accessible to all, this has been achieved through our implementation of a student friendly 'Expectation Matrix'. The Matrix is fuelled by our overarching expectations that all students Be Prepared, Show Respect and Do Your Best. We utilised the SMOG Readability Formula to ensure our Expectation Matrix is accessible to all students in St. Vincent's.

This new Expectation Matrix will be rolled out in August 2019 and explicitly taught by all staff throughout the entire school.

# **Principles & Aims Underpinning the Code of Behaviour**

The following lists basic principles that underpin this code of behaviour while reflecting the ERST Charter:

## **Principals: Creating a Caring Community**

1. Providing clarity about high expectations, responses and interventions for students.
2. Recognising that everyone's behaviour influences teaching and learning in the school.
3. Focusing on promoting good behaviour for all.
4. Balancing needs of students.
5. Promoting equality and respecting diversity for all.

## **Aims: Inspiring Transformational Leadership.**

1. Encourage and teach students to take personal responsibility for their behaviour for learning.
2. Support students to mature into responsible participating citizens.
3. Build positive relationships of mutual respect among students, staff and parents.
4. Implement effective procedures which allow for the day to day running of the school.
5. Outline how positive behaviour is encouraged.

# Promoting Positive Behaviour

The promotion of positive behaviour is the fundamental aim of the code of behaviour. It enables us to nurture faith, Christian Spirituality and Gospel Based Values. In the formal and informal promotion of positive behaviour the school is encouraging students to live up to expectations we have for them.

## Promoting positive behaviour in the classroom:

- Verbal Praise- affirmation
- Seating plans
- VS Ware
- Phone call home
- Good notes
- Class routines
- 10 step routine
- Body language
- Room layout
- Activities- quiz/kahoot
- Being prepared
- Giving jobs/ responsibilities
- Treats
- Reminders of expectations
- Positive language
- Recognition
- End of the week prize- raffle
- Small group incentives
- Student- teacher rapport
- Reinforcement of expectations
- Saying "well done"
- JCSP postcards
- Notes in the journal
- Music
- Games
- Peer praise
- Rewards chart
- Stamps and stickers
- Displays
- Cooperative learning

## Promoting positive behaviour at whole school level

- Awards
- Tutor System
- Check and Connect
- 10 Step Routine
- Code of Behaviour
- Extra-Curricular activities
- Trips
- Tutor time
- Care team
- Chrome Book
- School social media/ Newsroom
- Classroom routine
- Photos/ noticeboard
- Journal
- Announcements
- Green schools
- Well Being
- SEN/ Guidance
- Homework club
- Community initiatives
- Book shop
- JCSP
- BFL/ HSCL
- Breakfast club/lunches
- Mentors
- Home rooms
- Rule reminders on display
- JCSP Initiatives
- DCU awards
- Graduation



# Expectations Matrix

	Be Prepared	Show Respect	Do Your Best
<b>Classroom</b>	<ul style="list-style-type: none"> <li>On time</li> <li>Full uniform</li> <li>Have equipment</li> <li>Sit in assigned seats</li> <li>Keep lockers organised</li> </ul>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Hands up</li> <li>One voice</li> <li>Formal language</li> <li>Clean up after yourself</li> <li>Be kind in your words and actions</li> <li>Be mannerly</li> <li>Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Take part</li> <li>Be helpful</li> <li>Do to the best of your ability</li> <li>Mobile devices can be used only when agreed</li> </ul>
<b>Corridors</b>	<ul style="list-style-type: none"> <li>Move to class on time</li> <li>School uniform only</li> <li>Line up outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Knock before entering a classroom</li> <li>Keep yourself to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> </ul>
<b>Yard/ Kitchen</b>	<ul style="list-style-type: none"> <li>Leave class without delay</li> <li>Return quickly to class after break</li> <li>Line up properly</li> </ul>	<ul style="list-style-type: none"> <li>Stay in yard area</li> <li>Use the correct bins</li> <li>Be thankful for the food provided</li> <li>Tidy up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Include others</li> <li>Act in a safe way</li> <li>Follow instructions</li> <li>If you see something wrong, say it to any staff member</li> </ul>
<b>Representing the school</b>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Full uniform</li> </ul>	<ul style="list-style-type: none"> <li>Be mannerly</li> <li>School expectations apply</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Take part</li> </ul>

## St Vincent's School Uniform

The school uniform is compulsory for all students in St Vincent's. It is an important part of school life. It ensures that all students are identifiable and presented in a manner that reflects positively on themselves and the school at all times. The school uniform helps promote a sense of belonging to the school community and is a visual symbol of St Vincent's.

**Please Note:** It is **compulsory** that all students wear their **full uniform** during school trips and all examinations (state exams and school exams)

### **Junior Uniform - 1st/2nd/3rd Year**

The uniform consists of the following:

1. Grey trousers
2. Grey shirt
3. School tie (with crest)
4. School jumper (with crest)
5. Fully black runners **OR** fully black shoes



### **Senior Uniform - Transition/LCA/5th/6th Year**

The uniform consists of the following:

1. Navy trousers
2. Blue shirt
3. School jumper (with crest)
4. Fully black runners **OR** fully black shoes



### **Runners/Shoes**

Any brand of **fully** black runners or shoes may be worn to school. We do **not** allow footwear that features other colours (no matter how small).

**Jackets:** may be worn to and from school as well as at break and lunch times. They may **not** be worn inside the school building (on the corridor or in classes) after 8.50am. Jackets must remain off during the school day and left in the student's lockers/in the form teachers room. They can be collected at the start of break and lunch and returned afterwards.

**Jewellery:** Students are not permitted to wear any jewellery in school other than a watch.

**Please Note:** The school does not take any responsibility for students Jackets or Jewellery being lost/stolen/damaged during the school day. Students bring jackets and jewellery to school at their own risk and it is advised that particularly expensive coats and jackets be left at home.

The School Uniform for all students, including school jumpers and ties, are available from **Lynch's, 130 Philipsburgh Avenue, Marino (Tel: 837 5225).**

**For admission to Dept. of Education Certificate Examinations students must wear full school uniform**



## Use of Mobile Devices in St Vincent's Secondary School

Students may **not** use their mobile devices in classes or on any school related event inside or outside of the school, unless instructed to do so by a teacher or other staff member. Teachers may encourage the appropriate use of mobile devices in pursuit of learning, in classrooms and other learning settings within the school.

### Restriction on Use of Mobile Devices

Where students bring a mobile device to school, during class times the device must be either;

1. Off

2. Switched to silent/do not disturb mode



Absolutely no answering phone calls in school. If a parent or guardian needs to contact their son it must be done through the office.

### Responses to improper use of Mobile Devices

In the event that a student is using a mobile device without permission the following steps will be implemented.

1. If a phone simply goes off in class or is being used in class and it is a first time, then the student will be asked to put the device away.
2. If the student is using the device after being asked to put it away the phone will be confiscated by the teacher until the end of the class (assuming that the student gives the teacher his device without any argument)
3. If a student refuses to comply with teachers requests to hand over a device they will be sent to the Deputy Principal/Principal and the device may be taken for up to a 48 hour period from when the phone is given to the Deputy Principal/Principal.
4. If a student answers a phone call in class or during a school related activity the phone will be confiscated and placed in an envelope and held in the office until 3.46pm (1.06 on Wednesday).

### Recording or Taking Pictures



There is a zero tolerance to taking photographs or recording either video or audio footage in the school premises without the schools permission. Using a device in such a way can seriously infringe on people's privacy and rights. In this case the device will be taken from the student and the Principal/deputy Principal will decide as to what action is taken up to and including holding the device until a parent/guardian comes to the school for a meeting about the incident.

Incidents where students use a mobile device to bully others by sending offensive messages or calls will be investigated under the Anti-Bullying policy by the school. It should be noted that it is a criminal offence to use a mobile device to menace, harass or offend another person.

The school accepts no responsibility for lost, stolen or damaged mobile devices. The safety and security of mobile devices is wholly a matter for students/parents.

Signed Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Student: \_\_\_\_\_ Date: \_\_\_\_\_

## **Responding to students who do not meet the schools expectations:**

The response by the classroom teacher/form teacher/Deputy Principal/Principal to address inappropriate behaviour will be based on whether the behaviour can be categorised as low, medium or high level. It is possible and even likely that a student's behaviour could, depending on severity, begin at medium or high level behaviours. Each behaviour and each incident will be treated as individual. Each case must be taken on its own merits and an appropriate intervention will be selected based on the individual case. It is not a given that each student would enter the ladder at low level.

It is important to note that at each level, the professional judgement of the staff member will be used to select an appropriate and fair sanction or intervention to support the student. Interventions refer to the strategies used to help prevent students from re-offending and give specific help to those students who find it particularly difficult to follow or adhere by the code of behaviour.

In consultation with parents/guardians/student/school support personnel/other agencies, a tailored individual behaviour for learning plan consisting of needs based interventions will be implemented. It is essential that all our students can excel in teaching and learning, the Code of Behaviour ensures this is achievable.

# Low Level Behaviour

Low level disruptive behaviour	Responses to low level disruptive behaviour	Interventions to low level disruptive behaviour
<ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Off task</li> <li>• Distracting others in class</li> <li>• Inappropriate language/comments</li> <li>• Not being in correct uniform</li> <li>• Littering in corridor/ classroom</li> <li>• Not having class materials</li> <li>• Not doing homework/study</li> <li>• Being uncooperative</li> <li>• Messing in corridors</li> <li>• Chewing gum</li> <li>• No journal</li> <li>• Having a mobile device/ phone/recording equipment, camera, iPod, music player without permission</li> <li>• Bad language with no direction/context</li> <li>• Late to school</li> <li>• Eating/drinking in class</li> <li>• Not engaging in learning</li> <li>• Not working to their capacity</li> <li>• Name calling/ slagging</li> <li>• Unapproved mobile device usage</li> <li>• Cycling in the yard</li> </ul>	<ul style="list-style-type: none"> <li>• Proximity</li> <li>• Quiet word/ reminder</li> <li>• Change seating/ assigned seating</li> <li>• Social skill reminder</li> <li>• Signal/gesture/look</li> <li>• Record misbehaviour in the journal</li> <li>• Humour</li> <li>• Model/practice expectation</li> <li>• Worksheet</li> <li>• Subject teacher detention</li> <li>• Tactical ignoring</li> <li>• Private discussion on corridor/outside classroom</li> <li>• End of class discussion</li> <li>• 8am detention</li> <li>• VS ware</li> <li>• Penalty sheet</li> <li>• Detention (3 lates/ HW)</li> <li>• Silence</li> <li>• Reference to 10 steps routine</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of 10 step routine</li> <li>• </li> <li>• Explicit teaching of expectations matrix</li> <li>• </li> <li>• Differentiation to meet needs of all students</li> <li>• </li> <li>• Tutor supports</li> </ul>

# Medium Level Behaviour

Medium disruptive behaviour	Responses to Medium disruptive behaviour	Interventions for Medium disruptive behaviour
<ul style="list-style-type: none"> <li>• Verbal aggression</li> <li>• Repeatedly not following teachers instructions</li> <li>• Repeatedly disrupting teaching and learning</li> <li>• Not engaging in learning</li> <li>• Not working to their capacity</li> <li>• Absent from class without permission</li> <li>• Leaving school without permission</li> <li>• Repeatedly not having class materials</li> <li>• Late after lunch</li> <li>• No class materials/ no bag</li> <li>• Vandalism of school property/ others work</li> <li>• Continuous lates</li> <li>• Repeated Unapproved Mobile device usage</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Continued application of low level sanctions</li> <li>• Detention</li> </ul> <p>withdrawal/ Buddy system</p> <ul style="list-style-type: none"> <li>• Phone call to parent/guardian</li> <li>• Meeting with parent/guardian</li> <li>• Daily report</li> <li>• Escalated to tutor</li> <li>• Progress report</li> <li>• In house suspension</li> <li>• suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to student supports: HSCL, Guidance, Care Team, BFL, SCP)</li> <li>• Participation in a behaviour programme: Why Try, ALERT, Friends for Life etc.</li> </ul>

# High Level Behaviour

High level disruptive behaviour	Responses to high level disruptive behaviour	Interventions to high level disruptive behaviour
<ul style="list-style-type: none"> <li>• Strong and Repetitive defiance</li> <li>• Persistent and repetitive classroom disruptions</li> <li>• Smoking, possessing alcohol and/or addictive substances or illegal items such as fireworks.</li> <li>• Persistent failure to follow class teachers' directions and/or sanctions</li> <li>• Throwing an object</li> <li>• Theft</li> <li>• Persistent or severe verbal abuse of a student/staff member</li> <li>• Accessing inappropriate content on mobile phone/tablet etc.</li> <li>• Bullying</li> <li>• Physical aggression</li> <li>• Possession or use of weapons</li> <li>• Recording, photographing any member of the school community without permission</li> <li>• Leaving school without permission repeatedly</li> <li>• Inappropriate language directed towards teachers/other students</li> <li>• Not doing an imposed sanction</li> </ul>	<ul style="list-style-type: none"> <li>• Continued application of medium level sanctions</li> <li>• Direct referral to DP/P</li> <li>• Suspension</li> <li>• Suspension meeting attended by parent/guardian, student, Tutor and DP</li> <li>• BFL referral</li> <li>• In House suspension</li> <li>• Referral to external supports</li> <li>• Referral to the BOM</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• SEN Supports</li> <li>• Restorative approaches</li> <li>• Referral to student supports</li> <li>• Student behaviour plan (BFL Support)</li> <li>• Referral meetings.</li> </ul>



# Steps of BEHAVIOUR



Sanction is up to the teacher/ form teacher/ Vice Principal/ Principal

Each consequence depends on the offence

## To avoid further consequences

**Stop**

Misbehaving

**Think**

About your actions

**Do**

Choose an option with the best consequence



# SCHOOL SUPPORTS

Tutors

Subject Teachers

Special Needs Assistant

School Completion Programme

Guidance Counsellor

School Links with External Agencies

Home School Community Liaison

Check and Connect

Care Team

Deputy Principal/Principal

Behaviour for Learning Teacher

Special Education Needs Department

## Factors to consider before suspending a student

### The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been?
- Has the problem behaviour escalated, in spite of the interventions tried?

### The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- What is the age, stage of development and cognitive ability of the student?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

### The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?
- Does the behaviour have a particular or greater impact on some students or teachers?
- Does the student understand the impact of their behaviour on others?

### The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of those interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Are any other interventions such as peer mediation, restorative justice approaches or family conferencing available?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent services)?

### Whether suspension is a proportionate response

- Does the student's behaviour warrant suspension?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

### The possible impact of suspension

- Will suspension allow additional or alternative interventions to be made?
- Will suspension help the student to change the inappropriate behaviour?
- How will suspension help teachers or other students affected by the behaviour?
- Will suspension exacerbate any educational vulnerability of the student?



## Factors to consider before proposing to expel a student

### The nature and seriousness of the behaviour

- What is the precise description of the behaviour?
- How persistent has the unacceptable behaviour been and over what period of time?
- Has the problem behaviour escalated, in spite of the interventions tried?

### The context of the behaviour

- What are the circumstances of the incidents of serious misbehaviour (e.g. in class, in a particular teacher's class, in the yard, in a group)?
- What factors may have triggered or provoked incidents of serious misbehaviour (e.g. bullying, cultural or family factors)?
- Are there any factors that may be associated with the behaviour (e.g. particular home circumstances, special educational needs)?

### The impact of the behaviour

- How are other students and staff affected by the student's behaviour?
- What is the impact of the behaviour on the teaching and learning of the class?

### The interventions tried to date

- What interventions have been tried? Over what period?
- How have the interventions been recorded and monitored?
- What has been the result of these interventions?
- Have the parents been involved in finding a solution to the problem behaviour?
- Has the intervention of NEPS or other psychological assessment or counselling been sought, where appropriate?
- Is the student or parent involved with any support service and has this agency or support service been asked for help in solving this problem?
- Has any other agency been asked for assistance (e.g. Child Guidance Clinic, Child and Adolescent Mental Health services)?
- Is the Board satisfied that no other intervention can be tried or is likely to help the student to change their behaviour?

### Whether expulsion is a proportionate response

- Is the student's behaviour sufficiently serious to warrant expulsion?
- Is the standard being applied to judging the behaviour the same as the standard applied to the behaviour of any other student?

### The possible impact of expulsion

- To what extent may expulsion exacerbate any social or educational vulnerability of the student?
- Will the student be able to take part in, and benefit from, education with their peers?
- In the case of a student who is in care, what might be the implications of expulsion for the care arrangements?

## **Review**

The Strategy Team is responsible for driving the Code of Behaviour review Sept 2018- May 2019 in consultation with students, staff and parents. The updated format of the Code of Behaviour in the shape of the Expectations Matrix, Behaviour Steps and School supports will be rolled out in August 2019. The team will continue to monitor the implementation and review its success.

## **Implementation Process**

From August 2019 the Expectations Matrix, Behaviour Steps and School supports will be explicitly taught across all class and by all teachers. Time will be giving in the first term to “drop everything and teach a rule”. This process will be supported by lesson plans and customised PowerPoints.

Thank you to all those who took the time to engage in the Code of Behaviour workshops which have resulted in this comprehensive review.



## **Health and Safety Control of COVID-19 Policy for students**

### **St Vincent's Secondary School**

#### **1. Introduction**

Under the Safety Health and Welfare at Work Act 2005, the board of management of St. Vincent's Secondary School as employer is required to ensure, so far as is reasonably practicable, the safety, health and welfare at work of all employees of the school. The employer is further required to manage and conduct the school in such a way as to ensure, so far as is reasonably practicable, that individuals at the place of work who are not employees, such as students, parents/guardians, visitors to the school, are not exposed to risks to their safety, health or welfare.

This policy is influenced by the need to minimise the risk of introduction of COVID-19 into the school community and to prevent its spread. Although it is acknowledged that no single action or set of actions will completely eliminate the risk of COVID-19 transmission, adherence to this policy will contribute to the reduction of that risk of transmission.

In accordance with this policy students are expected to comply with the standards of behaviour set out in this policy or as directed by the school to prevent the introduction and spread of COVID-19. The COVID-19 control measures are consistent with current advice from the HSE, the Health and Safety Authority, the Department of Education and Skills and the Department of Foreign Affairs and, as such, may be subject to change. Students and parents/guardians will be notified of any changes to the control measures.

Students are expected to comply with all directions from school staff in relation to the school's COVID-19 control measures. Any failure or refusal to comply with this policy or to follow instructions of school staff should be dealt with in accordance with the school's Code of Behaviour.

Parents/guardians are required to supply the school with a phone number/s of available person/s who can be contacted at all times and who will be available to collect a student from the school should the need arise.

#### **2. Symptoms of COVID-19**

Symptoms of COVID-19 are similar to symptoms of cold or flu. The most common symptoms are:

- fever
- cough
- shortness of breath
- loss of sense of smell or taste

More information regarding the most up-to-date signs and symptoms of COVID-19 is available on the HSE website, <https://www2.hse.ie/coronavirus/>.

#### **3. Standards of Behaviour expected of students to help prevent the introduction or spread of COVID - 19 in the school**

### Standards of Behaviour expected of students

Students are expected to comply with any control measures directed by the school to prevent the introduction and spread of COVID-19, including, but not limited to:

- maintaining a social-distance of at least 1 metre and where possible, 2 metres, from other students and staff;
- wearing a face covering (applicable at post-primary level). All students at post-primary level, are required to wear a face covering subject to a limited number of exceptions set out in relevant Department of Education guidance. Face coverings must not contain any slogans/logos/images that may cause upset or be deemed offensive to any member of the school community.
- performing hand hygiene with a hand sanitiser on entering the school.
- repeating hand-hygiene at regular intervals throughout the school day and when directed by school staff;
- maintaining good respiratory-hygiene. In this regard students should:
  - cover nose/mouth with a tissue when coughing/sneezing and dispose of used tissue in waste bin and perform hand hygiene
  - cough or sneeze into the inner elbow (upper sleeve) rather than into the hand, if no tissues are available.
  - keep contaminated hands away from the eyes and nose
  - carry out hand hygiene after contact with respiratory secretions and contaminated objects/materials
  - not spit or deliberately cough or sneeze at or towards any other person in the school
- not sharing materials or stationery, such as pens, calculators, rulers, *etc.* with other students;
- not attending school for 14 days after returning from travel out of the country in line with Government guidelines for travel;
- not attending school if displaying COVID-19 like symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school where tested positive for COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice
- not attending school if identified by the HSE as a person who has been in contact with another person who has contracted COVID-19 and remaining out of school for such period as is required in accordance with HSE/GP advice;
- not attending school if a member of the student's household is displaying COVID-19 symptoms and remaining out of school for such period as is required in accordance with HSE/GP advice
- telling a teacher or other member of staff where a student feels unwell at school. In that regard
  - the student will require to be collected from the school as soon as possible by a parent/guardian or a person designated by the parent/guardian for such purpose.
  - parents must ensure that the school has up-to-date contact details so that they can be contacted by the school if required.
- complying with any other such directions as advised by the DES and/or HSE and communicated to the school community.

**Note** – schools should review the above list and adjust or add items where necessary having regard to its own particular circumstances

**Students should be aware that the above is a non-exhaustive list. Students are expected to follow all instructions from staff which aim to prevent the introduction COVID-19 into the school and minimise its**

**spread.**

#### **4. Failure to comply with the standards of behaviour**

Failure by a student to comply with the standards of behaviour expected to help prevent the introduction and spread of COVID-19 will constitute a breach of the Code of Behaviour of [name of school] and s/he may be subject to sanction up to and including suspension or permanent exclusion.

Any actions or sanctions taken in respect of alleged breaches of the code of behaviour will be carried out in accordance with the provisions of the school's code of behaviour, the requirements of the NEWB Guidelines on Developing a Code of Behaviour and relevant requirements of the Education (Welfare) Act 2000. Sanctions will be proportionate to the nature, seriousness and context of the behaviour.

A student engaging in aggressive, threatening or unacceptable behaviour that creates or increases the risk of COVID-19 infection for staff, other students or visitors to the school may be removed from class and, if necessary, from the school premises with immediate effect, pending any further action to be taken in accordance with the school's code of behaviour.